

# **Readiness for Inclusion in Pakistani Schools: Perceptions of School Administrators**

**By**

***Rubina Fazal***

PhD Scholar

Iqra University, Gulshan Campus, Karachi, Pakistan

## **Abstract**

*This study attempts to explore the awareness and attitude of primary school principals or administrators in Karachi, towards disabled children in mainstream classroom. The ultimate aims were to find out the level of awareness, to analyze the attitudes and teaching strategies towards disabled children in mainstream classroom. This study also looks into the challenges and hindrances faced by the teachers and management. Phenomenological paradigm was used for data collection. Samples were selected from all the three categories (public, private & madrasa) of educational system exist in Pakistan. Total 15 principals / administrators were selected through purposive sampling. As an instrument semi structured questionnaire used for (In-depth) interviews by principals / administrators. The results demonstrated three major issues associated to the aims of the study. First, majority of the administrators had a lack of awareness of specific disabilities and the special needs of disabled children and require proper training. Second, 100% administrators notified that they face problems in handling disabled children in mainstream classrooms; it might be because of lack of awareness, lack of resources or the strength of students. At last, there were no such special strategies to accommodate disabled children in mainstream classroom. It was concluded that the entire school principals and teachers exhibited a positive approach. If the policy is properly implemented, have trained teachers, average strength classes, adequate resources including aids, equipments and support staff, it would be more beneficial for both children with or without disability.*

**Keywords:** *Inclusive Education, Disabled Children, Mainstream.*